



# **School Improvement Plan**

**Southgate Anderson High School**

**Southgate Community School District**

Dr. Michelle Baker-Herring, Principal  
15475 Leroy  
Anderson High School  
Southgate, MI 48195

# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Executive Summary**

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information .....	7
------------------------------	---

## **Improvement Plan Stakeholder Involvement**

Introduction.....	9
-------------------	---

Improvement Planning Process.....	10
-----------------------------------	----

## **School Data Analysis**

Introduction.....	12
-------------------	----

Demographic Data.....	13
-----------------------	----

Process Data.....	15
-------------------	----

Achievement/Outcome Data.....	17
-------------------------------	----

Perception Data.....	22
----------------------	----

Summary.....	25
--------------	----

**School Additional Requirements Diagnostic**

Introduction..... 27

School Additional Requirements Diagnostic..... 28

**Thomas J. Anderson High School 2014-2017**

Overview..... 31

Goals Summary..... 32

    Goal 1: All students at Anderson High School will be proficient in literacy..... 33

    Goal 2: All students at Anderson High School will be proficient in mathematics..... 37

    Goal 3: All staff will work to improve the culture and climate of Anderson High School..... 37

Activity Summary by Funding Source..... 41

## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Anderson High School is the only High School located in the Southgate Community School District in a suburban community that is 6.8 square miles. Anderson High School will continue to have students in grades 9-12 in the 15-16 school year with a current enrollment of approximately 1350. Over the past three years, we have lost approximately 200 students. Anderson High School currently has 44% of our students that are economically disadvantaged and 13% that receive special education services.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The purpose of Anderson High is develop the love of learning within our students in an inviting, welcoming, and supportive learning environment.

Mission: Learning for Life

Vision: Southgate Schools: The Best Choice for Students and Parents

Belief Statements:

All individuals have worth and deserve respect.

Learning is a lifelong process.

All students deserve a safe environment in which to learn.

Student effort is essential to student achievement.

collaboration of students, parents and staff has the greatest impact on student growth.

We will focus on climate and culture to ensure that students feel welcomed and supportive at school. We have adopted the Wayne State Math Corp program that embodies high expectations and a nurturing learning environment.



## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

In the last three years, we have see our scores in all content areas fluctuate. This year we made gains in science, social studies, reading and english on the MME. We also made gains in every area on the ACT. Our primary concern at AHS and as a district, is math achievement, however we will be focusing on using research-based best practices focusing on literacy in all content areas as well.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

This upcoming year we will be offering Blended Learning courses for our students that will provide flexible scheduling options as well as increase student engagement. We expect these to expand over the upcoming semesters and eventually grow into additional opportunities for fully virtual courses.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

## **Improvement Planning Process**

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The school improvement team is comprised of all members of each content area as well as department chair people. Others including students and parents will be asked to contribute at needed. Students that are members of Student Council and parents that volunteer from our parent meetings are selected.

The meetings are typically 2:45-3:45 on the second and fourth Tuesday of every month.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

The improvement plan begins with the school improvement team and may include information from the Instructional Leadership Data Team at the district level. The SIT then presents the information to the entire staff and the components necessary to meet the goals of the building are addressed with each department in the building. Each department then determines what strategies and activities they will implement and collect data on throughout the coming school year. The staff then meets with administration regularly to review the data and goals for each individual teacher. Administration and Guidance will review students quarterly using Early Warning Indicators to identify students who need support and remediation.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan is shared with all stakeholders at various meetings and posted on our website for anyone to review. Stakeholders are encouraged to call or send emails if they have any questions or concerns regarding the improvement plan.

# **School Data Analysis**

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Overall, there was a dramatic increase in 2013-14 due to addition of 9th grade. There is still a decline in enrollment concern that the building is always facing districtwide. However moving forward into the 15-16 school year, there is an increase of enrollment based on the incoming freshmen class that is greater than the outgoing senior class. The loss of enrollment includes loss of staff and potential programming loss if enrollment decreases. This impacts staffing, budget, resource allocations, and facility planning and maintenance.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Student attendance trends continue to remain fairly constant. The students that exceed 10+ days absent in a school year are addressed in various ways. In the 15-16 school year, there is a Data Team that will propose attendance incentives to the staff to address students with excessive absences.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

Student discipline data for ninth grade is based on the last two years as that is when ninth grade students were added to AHS. The overall numbers of students with referrals, suspensions, and expulsions remain fairly consistent. Challenges that are newly acquired are the use and possession of electronic cigarettes.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

The Data Team and SI Team have identified attendance as the primary challenge that we will address in 15-16. We are exploring attendance incentives to focus on the area that has predominately impacted student achievement.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**



The number of years of experience collected in the Staff Perception Survey includes staff that are not teachers or administrators. More than half of staff surveyed have an experience level of 11-20 years.

**Teacher/School Leader(s) Demographic Data**

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

The largest percentage of teachers in our building have 11-20 years of experience. This may have a positive impact on student achievement because our teachers have had time to develop expertise.

**Teacher/School Leader(s) Demographic Data**

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

Every time that a teacher or school leader is out of the classroom, it impacts student achievement. Long term substitutes that are placed in positions of a teacher for illness, are highly qualified, yet lack the prior knowledge of students and the procedures of the building that will impact student achievement. Day to day absences contribute to a break in the flow of learning for students in the classroom.

**Teacher/School Leader(s) Demographic Data**

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

Every time that a teacher is out of the classroom, it impacts student achievement. Long term substitutes that are placed in positions of a teacher for illness, are highly qualified, yet lack the prior knowledge of students and the procedures of the building that will impact student achievement. Day to day absences contribute to a break in the flow of learning for students in the classroom.

**Teacher/School Leader(s) Demographic Data**

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

Unfortunately, professional workshop attendance is necessary for teacher growth and cannot be avoided. We will continue to ensure that HQ teachers replace staff when they are out on long-term illness.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

**10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

In reviewing the results of the School Systems Review we see as particular strengths Standard 2: Instruction, E. Learning Environment; Standard 8: Professional Learning System, V. Impact of Professional Learning; and Standard 9: Communication, W. Approaches and Tools.

**11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

In reviewing the results of the School Systems Review a particular challenge for was Standard 10: Engagement, Z. Partnerships.

**12. How might these challenges impact student achievement?**

The areas that are in focus are district wide and the challenges will addressed by district and building PD. When the challenges are consistently addressed, the impacts will positively affect student achievement. If these challenges are not addressed consistently, they may negatively impact student achievement.

**13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

To address this challenge from the School Systems Review we could incorporate strategies to invite and involve family and community partners to support student success as part of our goal to improve the culture of Anderson High School.

**14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

We ensure that students with disabilities have access to the full array of intervention programs available through their caseload managers, IEP meetings, our social worker, Summer School scholarship program for credit recovery. Next year we are addressing math and ELA by planning a more consistent model for progress monitoring and communication between home, school, special education supports and general education supports. Mandatory lunch assistance will be expanded to include all special education students grades 9-12.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

For all grades -- Titan Time after school tutoring, 21f online courses, blended learning courses, Dual Enrollment, and Guided Academics for identified at-risk students.

12th & 11th grades -- Asher Alternative High School for credit recovery, and Edgenuity online courses for credit recovery.

9th grade -- Mandatory Lunch Assistance program

9-12th grade special education students--Mandatory Lunch Assistance

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Guidance Counselors identify students through academic performance and expressed interest. To participate in online extended learning students are required to complete an online readiness tool. Parents are made aware of the availability of all opportunities through our school website, curriculum guide, freshman orientation program, and direct contact by guidance counselors and administrators.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

To indicate that the state content standards are being implemented with fidelity in all content courses and grade levels we collect lesson plans, minutes of building and district level department meetings, summative assessment data, and administrator walkthrough data. The Curriculum Director, administrators, and dept. chairs provide mandatory as well as voluntary opportunities for staff to ensure that curriculum is aligned to the CCSS. District wide PD is incorporated to ensure this is done with fidelity.

**18. How does your school use health survey/screener results (i.e. MiPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

We did not complete a MiPHY survey this year.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

Due to the change in testing formats this year from the MME to the M-STEP, ACT data will be used to answer student achievement data questions. We have improved on the ACT reading portion of the test over the last three years each year. Since 2013, AHS has improved in reading by 1.14 points.

### **19b. Reading- Challenges**

There is no challenge that was identified based on the ACT scores from 2013-2015.

### **19c. Reading- Trends**

There is continued growth each year in the reading category of the ACT.

### **19d. Reading- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

We will continue to address reading and literacy through our SIP but there is not challenge identified based on the ACT Reading overall score.

#### **20a. Writing- Strengths**

We do not have our writing scores back for the ACT at this time.

#### **20b. Writing- Challenges**

We do not have our writing scores back for the ACT at this time.

#### **20c. Writing- Trends**

We do not have our writing scores back for the ACT at this time.

#### **20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Writing is addressed by the focus on the Synthesis essay in all four grades that vary in complexity as students gain additional skills that continues to be part of the SIP, but we do not have our writing scores back for the ACT at this time to address specifics.

#### **21a. Math- Strengths**

Due to the change from MME to M-STEP, we will focus on the ACT for determination of our strengths in mathematics. Since 2013 we have made improvements each year in our ACT math scores. We have improved our math scores on the ACT by .45 points since 2013.

#### **21b. Math- Challenges**

Math will continue to be focused on with our math program that ensures a logical approach to the math topics and a supportive math environment that encourages student engagement, math confidence, and higher order thinking. This component remains in our SIP for the 15-16 school year.

#### **21c. Math- Trends**

We have demonstrated annual improvement in the ACT math scores from 2013-2015.

#### **21d. Math- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Math will continue to be focused on with our math program that ensures a logical approach to the math topics and a supportive math environment that encourages student engagement, math confidence, and higher order thinking. This component remains in our SIP for the 15-16 school year.

#### **22a. Science- Strengths**

We have demonstrated improvement in the science portion of the ACT of 1.48 points since 2013.

#### **22b. Science- Challenges**

While we have seen improvement over the past three years of the ACT we will continue to focus on science literacy and the DEAL labs in the SIP that address higher order thinking skills and students constructing their own knowledge.

#### **22c. Science- Trends**

We have seen improvement in the area of science each year since 2013.

#### **22d. Science- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

While we have seen improvement over the past three years of the ACT we will continue to focus on science literacy and the DEAL labs in the SIP that address higher order thinking skills and students constructing their own knowledge.

#### **23a. Social Studies- Strengths**

Due to the new testing format from the MME to the M-Step, we do not have current social studies scores that can be correlated to the last two years from this school year's social studies test.

#### **23b. Social Studies- Challenges**

Due to the new testing format from the MME to the M-Step, we do not have current social studies scores that can be correlated to the last two years from this school year's social studies test.

#### **23c. Social Studies- Trends**

Due to the new testing format from the MME to the M-Step, we do not have current social studies scores that can be correlated to the last two years from this school year's social studies test.

#### **23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no**

**challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

Due to the new testing format from the MME to the M-Step, we do not have current social studies scores that can be correlated to the last two years from this school year's social studies test.



## Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### 24a. Student Perception Data

**Which area(s) indicate the overall highest level of satisfaction among students?**

The areas where students indicated the overall highest level of satisfaction was in knowing how to get extra help at school and in knowing what is expected of them at school.

### 24b. Student Perception Data

**Which area(s) indicate the overall lowest level of satisfaction among students?**

The areas for which students indicated the overall lowest level of satisfaction were in being treated with respect at school and in feeling safe at school.

### 24c. Student Perception Data

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

It is the intention of the Data Team and the SIT to ensure that the Link Crew Program is more active and that there is a built-in program that provides for additional opportunities for students support both in the affective and academic realm.

### 25a. Parent/Guardian Perception Data

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

The areas in which parents/guardians indicates the overall highest level of satisfaction were in their children knowing what is expected of them at school and in the school being focused on student learning.

### 25b. Parent/Guardian Perception Data

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

The areas in which parents/guardians indicate the overall lowest level of satisfaction were in their children's teachers using different ways to  
SY 2015-2016

help them learn and in the school preparing their children for the future.

#### **25c. Parent/Guardian Perception Data**

##### **What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

AHS will continue to create more opportunities for communication via both traditional modes as well as social media and robo-call/email information. These opportunities will focus on informing the parents and community on college and career readiness, program offerings, and day-to-day happenings in the classrooms and school building.

#### **26a. Teacher/Staff Perception Data**

##### **What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

The areas in which teachers/staff indicated the overall highest level of satisfaction were in our school using different ways to help students learn, our school being focused on student learning, and students knowing what is expected of them at school.

#### **26b. Teacher/Staff Perception Data**

##### **What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

The areas in which teachers/staff indicated the overall lowest level of satisfaction were in students understanding what they are learning and how to improve, and in our school preparing students for the future.

#### **26c. Teacher/Staff Perception Data**

##### **What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

The continuous communication between school and community will afford students more information of what is expected of them for the next year or post-secondary level to be successful. The focus on learning targets will also increase the understanding of students' level of understanding at each point in the current curriculum and what they need to know to improve.

#### **27a. Stakeholder/Community Perception Data**

##### **What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

No survey taken

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

No survey taken

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

No survey taken

## **Summary**

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

Overall, our focus remains consistent. We will continue address literacy and math skills as well as focusing on a positive and nurturing school culture. Attendance and special education progress monitoring are the major additions to our focus in the upcoming school year.

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

By addressing attendance and special education progress monitoring we are addressing the bottom 30%, and the at-risk and special education sub-groups. The focus on these challenges will positively impact student achievement by increasing the attendance rate and performance rate of our lowest performing subgroups.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

The special education progress monitoring will be incorporated into the literacy and math goals and the attendance area will be focused on in the school culture goal.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

## School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	No	This building contains students in grades 9-12.	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	The annual report for Anderson High School can be found at <a href="http://www.southgateschools.com/userfiles/admin/ar/AER_SAH_13.pdf">http://www.southgateschools.com/userfiles/admin/ar/AER_SAH_13.pdf</a> .	

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	This is 9-12 grade building.	

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Career Cruising is utilized annually with each grade level.	

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Ms. Leslie Hainrihar, 734-246-4600	

## School Improvement Plan

Southgate Anderson High School

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	No		



# **Thomas J. Anderson High School 2014-2017**

# Overview

**Plan Name**

Thomas J. Anderson High School 2014-2017

**Plan Description**

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Anderson High School will be proficient in literacy.	Objectives: 4 Strategies: 8 Activities: 9	Academic	\$0
2	All students at Anderson High School will be proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$150000
3	All staff will work to improve the culture and climate of Anderson High School.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$900

## Goal 1: All students at Anderson High School will be proficient in literacy.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency in literacy in Science by 06/15/2017 as measured by MME Science and ACT Science assessments.

### Strategy 1:

Drop Everything and Lab D.E.A.L. - All students in all biology, chemistry, physics, and environmental science classes will learn, carry out and be evaluated on a common laboratory experiment. The experimentation and evaluation will take place over the course of 3-5 days. The students will be evaluated on their science skills, lab report writing, and their ability to transfer their knowledge and skills to sample ACT passages.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement / by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier:

Activity - DEAL Lab Creation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create one DEAL lab for each semester.	Getting Ready			09/02/2014	06/15/2017	\$0	No Funding Required	Science Department Chairperson.

Activity - DEAL Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in all biology, chemistry, and physics classes will learn, carry out and be evaluated on a common laboratory experiment. The experimentation and evaluation will take place over the course of 3-5 days. The students will be evaluated on their science skills, lab report writing, and their ability to transfer their knowledge and skills to sample ACT passages.	Implementation			09/02/2014	06/15/2017	\$0	No Funding Required	All science teachers.

### Measurable Objective 2:

100% of All Students will demonstrate a proficiency in literacy in English Language Arts by 06/15/2017 as measured by the MME Reading.

### Strategy 1:

Socratic Circles - The basic procedure for a Socratic Circle is as follows...

1. On the day before a Socratic Circle, the teacher hands out a short passage of text.
2. That night at home, students spend time reading, analyzing, and taking notes on the text.
3. During class the next day, students are randomly divided into two concentric circles: an inner circle and an outer circle.
4. The students in the inner circle read the passage aloud and then engage in a discussion of the text for approximately ten minutes, while students in the outer circle

## School Improvement Plan

Southgate Anderson High School

silently observe the behavior and performance of the inner circle.

5. After this discussion of the text, the outer circle assess the inner circle's performance and gives ten minutes of feedback for the inner circle.

6. Students in the inner and outer circles now exchange roles and positions.

7. The new inner circle holds a ten-minute discussion and then receives ten minutes of feedback from the new outer circle.

The teacher's role in the Socratic Circle process is...

1. To select the text for discussion

2. To keep the discussion of the inner circle focused and moving

3. To direct the feedback of the outer circle

4. To assess and evaluate the individual student and group performances

Research Cited: Socratic Circles: Fostering Critical and Creative Thinking in Middle and High School / by Matt Copeland

Tier:

Activity - Socratic Circle Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will work collaboratively to increase the frequency to twice per semester and improve the quality of Socratic Circles in ELA courses.	Professional Learning			09/02/2014	06/15/2017	\$0	No Funding Required	All ELA teachers.

### Strategy 2:

Summarization - The basic procedure for summarization is to use summary frames. A summary frame is a series of questions that the teacher provides to the students based on what the student is reading. These questions are to highlight the critical elements for specific types of information.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement / by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, Bj Stone

Tier:

Activity - Summarization Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students multiple assessments, both formative and summative, to show proficiency in summarization.	Implementation			09/02/2014	06/15/2017	\$0	No Funding Required	All ELA teachers.

### Strategy 3:

KeyTrain - To help prepare students for the WorkKeys test, a software package called KeyTrain is used. Keytrain is used mainly for career readiness, focuses on two main items: 1) Reading for Information and also 2) being able to locate information in the readings. Keytrain engages students in decision-making tasks, problem-solving tasks and experimental tasks and investigation tasks.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement / by Ceri B. Dean, Elizabeth Ross Hubbell, Howard SY 2015-2016

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## School Improvement Plan

Southgate Anderson High School

Pitler, Bj Stone

Tier:

Activity - Use KeyTrain Software	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CTE classes will utilize KeyTrain Software with CTE students approximately ten times per year.	Implementation			09/03/2014	06/15/2017	\$0	No Funding Required	All CTE Teachers.

### Strategy 4:

Content Specific Vocabulary Instruction - All foreign language, health, and art teachers will employ at least one research based strategy of literacy instruction. These strategies could include employing common vocabulary, four-square vocabulary instruction, and non-linguistic representation for students.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement / by Ceri B. Dean, Elizabeth Ross Hubbell, Howard

Pitler, Bj Stone

Tier:

Activity - Use of Vocabulary Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Regular content specific vocabulary	Implementation			09/02/2014	06/15/2017	\$0	No Funding Required	All foreign language, health and art teachers.

### Measurable Objective 3:

100% of All Students will demonstrate a proficiency in literacy in Social Studies by 06/15/2017 as measured by the MME Social Studies assessment.

### Strategy 1:

Level 1, 2, 3 Questions - Leveled questions develop the ability to identify, and then answer, a wide arrange of reading, graphing/chart questions. Level 1 questions are the “plug and chug” questions which are answered directly within the graph/chart/or reading provided. Level 2 questions require students to analyze and draw conclusions based on multiple data sources provided. Level 3 questions require students to analyze data and then synthesize/link the information with concepts presented in the unit being taught. Leveled questions will be integrated in social studies core curriculum and will be consistently be employed in class work, section quizzes, and unit tests.

Research Cited: Rothstein, D. & Santana, L. (2012). Make just one change: Teach students to ask their own questions. Cambridge, MA: Harvard Education Press. The authors describe the power of students discovering how coming up with own questions will guide their own learning. Teaching students to ask their own questions will become more motivated, self-directed learners.

Tier:

## School Improvement Plan

Southgate Anderson High School

Activity - Level 1, 2, 3 Question Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Level 1, 2, 3 questions in assignments and assessments.	Implementation			09/02/2014	06/15/2017	\$0	No Funding Required	All social studies teachers.

### Strategy 2:

Constructed Response Essays - The constructed response essay (CRE) develops and builds upon basic writing techniques such as creating strong thesis sentences as well as supporting the argument with data provided in graphs, charts, and readings. Further, all students are pushed to synthesize the data with historical events to help evaluate / predict outcomes. All sophomore students will write a least two practice CRE's during United States History I and II. Also, an essay will be part of the exit exam in both classes.

Research Cited: The College Board

[www.collegeboard.com/inquiry/cbpermit.html](http://www.collegeboard.com/inquiry/cbpermit.html)

Tier:

Activity - Constructed Response Essay Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teach students how to write a constructed response essay.	Direct Instruction			09/02/2014	06/15/2017	\$0	No Funding Required	All social studies teachers.

### Measurable Objective 4:

100% of All Students will demonstrate a proficiency on the MME Writing in English Language Arts by 06/15/2017 as measured by MME Writing.

### Strategy 1:

Synthesis Essay - Teachers will instruct students how to write a synthesis essay. The synthesis question asks students to synthesize information from a variety of sources to inform their own discussion of a topic. This question requires students to integrate a variety of sources into a coherent, well-written essay. Students will refer to the sources to support their position; avoiding mere paraphrase or summary. The argument should be central; the sources should support this argument. Students will attribute both direct and indirect citations.

Research Cited: The College Board

[www.collegeboard.com](http://www.collegeboard.com)

Tier:

Activity - Synthesis Essay Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Freshmen will synthesize two pieces of material, sophomores will synthesize three pieces of material, juniors will synthesize four pieces of material and seniors will synthesize five pieces of material. Synthesis essays will be written once per semester.	Direct Instruction			09/02/2014	06/15/2017	\$0	No Funding Required	ELA Dept.

## Goal 2: All students at Anderson High School will be proficient in mathematics.

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency on the MME Assessment in Mathematics by 06/15/2017 as measured by MME Math and ACT Math scores.

### Strategy 1:

WSU Math - The WSU math program is the product of 20 years of work and research done by Steven M. Khan (PhD), Professor at WSU and head of the Center for Excellence and Equity in Mathematics. He has created a flow and logic to when and what is taught in mathematics that makes sense and has long term benefits. All secondary math teachers have been or will be trained in this program. According to the Center for Excellence and Equity in Mathematics website, "This program is a research project designed to reinvent middle and high school mathematics. The program has two goals: to provide students with the mathematical foundations needed to succeed in high school and college, while introducing them to the kinds of habits of mind and mathematical thinking that will serve them well in any academic endeavor, and to establish a culture of excellence among the students - promoting the values of hard work, responsibility, and community."

Research Cited: <http://clasweb.clas.wayne.edu/ceem/In-SchoolPrograms>

Tier:

Activity - WSU Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all math teachers who have not previously been trained in all courses of the Wayne State Math Program.	Professional Learning			09/02/2014	06/15/2017	\$150000	Section 31a	All Math Teachers
Activity - WSU Math Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use Wayne State Math methods of instruction in all core math courses.	Implementation			09/02/2014	06/01/2017	\$0	No Funding Required	All core math teachers.

## Goal 3: All staff will work to improve the culture and climate of Anderson High School.

### Measurable Objective 1:

collaborate to create welcoming and supportive culture of achievement by 06/15/2017 as measured by student demographic data, achievement data, perception surveys, and parent involvement data..

### Strategy 1:

Link Crew Transition Program - Link Crew is a community building program linking freshman with successful upperclassmen. While creating a sense of comfort for the incoming students, the Link Crew concept also addresses the attitudes of upperclassmen toward freshmen, and respect for freshmen becomes the norm.



## School Improvement Plan

Southgate Anderson High School

---

### Objectives of Link Crew:

1. Empower juniors and seniors as role models for freshmen
2. increase academic success through support of peers
3. develop leadership skills in students at AHS
4. allow successful older students to pass on positive traditions to younger students
5. expose students to a variety of individuals at AHS in positive situations
6. teach students that by working together they can be successful and enjoy one another
7. help create a supportive and positive atmosphere at AHS

### How the Link Crew Supports Freshmen

1. A written invitation to orientation
2. Link teams: freshmen are divided into groups of 8-10 and assigned a Link Leader
3. Link phone call from Leaders to freshmen to extend a personal invitation to orientation
4. Link orientation: run by Link Leaders
5. Link Alerts: a special form filled out by a teacher who sees a freshmen needing help or encouragement, routed to Link Leader who takes appropriate action, then reroutes back to the original teacher
6. Academic follow-ups: Lesson taught in all freshmen classes by Link Leaders
7. Social follow-ups: Link Crew sponsors social events at AHS

Research Cited: Fisher, D., Frey, N., & Pumpian, I. (2012). How to create a culture of achievement in your school and classroom.

Gideon, B. H. (2004, March). Creating a safety net: Successful ninth-grade transition can be achieved with a program that weaves together multiple supports. Principal Leadership, 65–66.

Tier:

Activity - Link Orientation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Orientation for Freshmen Crews is run in separate classrooms by the Link Leaders the week before school begins each year. The focus of activities is a) getting to know other students and b) learning strategies to be successful at school.	Career Preparation /Orientation			09/02/2014	06/15/2017	\$500	Other	Link Crew Mentors

## School Improvement Plan

Southgate Anderson High School

Activity - Academic Follow-ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cookies and Cram at the end of each semester.	Academic Support Program			09/02/2014	06/15/2017	\$200	Other	Link Crew Mentors

Activity - Social Follow-Ups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Link Crew sponsors social events at AHS to help freshmen and Link Leaders stay connected	Behavioral Support Program			09/02/2014	06/01/2017	\$200	Other	Link Crew Mentors

### Strategy 2:

Engaging Lessons - Classroom teachers will utilize strategies to elevate student engagement to assist students in becoming proficient in all content areas. Strategies include: Novelty, Affiliation, Affirmation, Authenticity, Choice and Product. Teachers will be responsive to student differences, adjusting teaching and learning methods to accommodate each child's learning needs and preferences in order to maximize learning. Teachers will move towards intentionally planning for and requiring all students to actively participate and become cognitively engaged in each lesson. Classroom teachers will focus on using a description of what the student is going to learn and regularly communicating to students in developmentally appropriate language that all students can easily understand.

Research Cited: Total Participation Techniques: Making Every Student an Active Learner by Persida and William Himmele

Tier:

Activity - Modeling Engaging Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examples of engaging lessons will be modeled during professional development.	Professional Learning		Implement	09/02/2014	06/15/2017	\$0	No Funding Required	Administration

Activity - Incorporation of Engaging Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan for and note engaging activities in daily lesson plans.	Implementation		Implement	09/02/2014	06/15/2017	\$0	No Funding Required	All teachers.

### Strategy 3:

Higher Order Thinking Skills - All teachers will focus on Application, Analysis, Synthesis, and Evaluation. Teachers will implement units of study that allow students to use higher order thinking skills to meet the demands of the Common Core State Standards.

Research Cited: Taxonomy of Educational Objectives: The Classification of Educational Goals by Benjamin Bloom

Tier:

**School Improvement Plan**

Southgate Anderson High School

Activity - High Level Questioning and Discussion Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High level questioning and discussion techniques will be modeled during professional development.	Professional Learning		Implement	09/02/2014	06/15/2017	\$0	No Funding Required	Administration
Activity - Incorporation of Higher Level Discussion and Questioning Techniques	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan for and incorporate higher level discussion and questioning techniques in daily lessons. It will be observed and documented during data walks and observations.	Implementation		Implement	09/02/2014	06/15/2017	\$0	No Funding Required	All teachers and administrators.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Use KeyTrain Software	CTE classes will utilize KeyTrain Software with CTE students approximately ten times per year.	Implementation			09/03/2014	06/15/2017	\$0	All CTE Teachers.
Constructed Response Essay Instruction	Teach students how to write a constructed response essay.	Direct Instruction			09/02/2014	06/15/2017	\$0	All social studies teachers.
Use of Vocabulary Strategy	Regular content specific vocabulary	Implementation			09/02/2014	06/15/2017	\$0	All foreign language, health and art teachers.
Incorporation of Higher Level Discussion and Questioning Techniques	Teachers will plan for and incorporate higher level discussion and questioning techniques in daily lessons. It will be observed and documented during data walks and observations.	Implementation		Implement	09/02/2014	06/15/2017	\$0	All teachers and administrators.
DEAL Lab Creation	Create one DEAL lab for each semester.	Getting Ready			09/02/2014	06/15/2017	\$0	Science Department Chairperson.
Synthesis Essay Writing	Freshmen will synthesize two pieces of material, sophomores will synthesize three pieces of material, juniors will synthesize four pieces of material and seniors will synthesize five pieces of material. Synthesis essays will be written once per semester.	Direct Instruction			09/02/2014	06/15/2017	\$0	ELA Dept.
DEAL Implementation	All students in all biology, chemistry, and physics classes will learn, carry out and be evaluated on a common laboratory experiment. The experimentation and evaluation will take place over the course of 3-5 days. The students will be evaluated on their science skills, lab report writing, and their ability to transfer their knowledge and skills to sample ACT passages.	Implementation			09/02/2014	06/15/2017	\$0	All science teachers.
High Level Questioning and Discussion Techniques	High level questioning and discussion techniques will be modeled during professional development.	Professional Learning		Implement	09/02/2014	06/15/2017	\$0	Administration

## School Improvement Plan

Southgate Anderson High School

Socratic Circle Collaboration	ELA teachers will work collaboratively to increase the frequency to twice per semester and improve the quality of Socratic Circles in ELA courses.	Professional Learning			09/02/2014	06/15/2017	\$0	All ELA teachers.
Incorporation of Engaging Activities	Teachers will plan for and note engaging activities in daily lesson plans.	Implementation		Implement	09/02/2014	06/15/2017	\$0	All teachers.
WSU Math Implementation	Use Wayne State Math methods of instruction in all core math courses.	Implementation			09/02/2014	06/01/2017	\$0	All core math teachers.
Modeling Engaging Lessons	Examples of engaging lessons will be modeled during professional development.	Professional Learning		Implement	09/02/2014	06/15/2017	\$0	Administration
Summarization Assessments	Teachers will give students multiple assessments, both formative and summative, to show proficiency in summarization.	Implementation			09/02/2014	06/15/2017	\$0	All ELA teachers.
Level 1, 2, 3 Question Implementation	Use Level 1, 2, 3 questions in assignments and assessments.	Implementation			09/02/2014	06/15/2017	\$0	All social studies teachers.

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Social Follow-Ups	Link Crew sponsors social events at AHS to help freshmen and Link Leaders stay connected	Behavioral Support Program			09/02/2014	06/01/2017	\$200	Link Crew Mentors
Link Orientation	Orientation for Freshmen Crews is run in separate classrooms by the Link Leaders the week before school begins each year. The focus of activities is a) getting to know other students and b) learning strategies to be successful at school.	Career Preparation /Orientation			09/02/2014	06/15/2017	\$500	Link Crew Mentors
Academic Follow-ups	Cookies and Cram at the end of each semester.	Academic Support Program			09/02/2014	06/15/2017	\$200	Link Crew Mentors

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
WSU Math Training	Train all math teachers who have not previously been trained in all courses of the Wayne State Math Program.	Professional Learning			09/02/2014	06/15/2017	\$150000	All Math Teachers